DOCUMENT RESUME

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TITLE	Handbook for Managing Individualized Learning in Classroom. Description of Teacher Inservice Education Materials.
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DESCRIPTORS	Class Management; Class Organization; *Classroom Arrangement; *Individualized Instruction; *Inservice Teacher Education; *Instructional Materials; Learning Modules; Validated Programs

ABSTRACT

The intent of the described product is to assist teachers in designing and managing their classrooms for individualized instruction. An abridged table of contents of the handbook described is presented. Also included are a description of activities and resources involved in using the handbook, ordering information, and a critique of its contents and effectiveness. (JD)

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ED169019

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: HANDBOOK FOR MANAGING INDIVIDUALIZED LEARNING IN CLASSROOM

Publication Date(s): 1975

Intended Users: Inservice, preservice teachers, parents interested in the theory and practice of individualized instruction

Grade Level(s): K - 12

Number: Individual or class-sized groups

Primary Focus: The intent of the product is to assist teachers in designing instruction that will provide an individual learning experience for each of their classroom students. The product links the theory of individualized instruction with classroom practice.

School subject(s) and/or inservice topic(s) covered:

The inservice topic focused in this program is the planning, organizing, implementation and management of an individualized classroom. Subtopics include the roles of a teacher and student, materials and curriculum, record keeping, timing, physical room arrangement and implementation.

What participant does in using the materials: The program activities are arranged with the basic premise of the book in mind; that is, "all human beings learn uniquely." Participants will therefore work out the program structure to best suit themselves, skimming the book, and deciding whether to work alone, in an informal or formal group. Participants will read the background information in Chapters 1 and 2, and will then individually establish their own goals and objectives and implement activities, choosing from those suggested the ones that will best meet their individual needs.

Resources:
Leader (desired if product is used by group)
1 text per participant
1 classroom with ordinary equipment
1 class of students
Peers (if group work is done)

Describer critique: This tool is practical, well-organized, and clearly written. It covers a wide area of sub-topics under the general topic. Technically, it is well-laid out. The record-keeping chapters are particularly strong.

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1.0 PURPOSES:

The developers say:

"There are millions of classrooms...where one teacher is trying alone to provide an effective learning environment for the 10, 20, or 30 learners who are there with him. In only a few of these classrooms does the teacher have any outside help or resources to use in creating a responsive learning setting. This is an overwhelming job.

"We mean this book to be a first primer to help teachers in circumstances like those. Our help is obviously meant to assist you as you move your classroom in the direction of a more individually organized system for your students."

The rationale behind the development of this product was that "teachers needed help in thinking out and specifically designing classroom organization and management systems."

A specific goal which the product hopes to achieve for users is that teachers will deepen their understandings of what individualized instruction is and thus increase their skills in using it in their classrooms.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product is a soft-covered book of 199 pages.

Table of Contents:

1.	Why and What	6 pages
2.	The Map and Its Boundaries	3 pages
3.	We Try Your Patience	27 pages
4.	Units	
	Group 1 - Teacher's Role	135 pages
	Group 2 - Student's Role	
	Group 3 - Materials and Curriculum	
	Group 4 - Record Keeping	
	Group 5 - Timing	
	Group 6 - Physical Room Arrangement	
	Group 7 - Implementation	
5.	Planning the Implementation of Your Individualization	14 pages
	Bibliography	4 pages
	Index	2 pages

Sequence

First two chapters are intended to be used sequentially; others may be used in any order -- in part or in toto.

There are no prerequisites for use of this program.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Participant:

- reads Chapters 1 and 2 in sequence,
- chooses whether to work individually or in a group,
- chooses one or more units for students and carries out the activities, and
- discusses ideas with others for evaluation.

The activities in this book can be implemented at the participant's own convenience. The developer suggests that participants set aside "an appropriate amount of time (one half hour to an hour) a few times a week to reflect on your performance as a teacher and to plan new behaviors for yourself and your students."

3.2 Help given in use of product:

There are no separate materials provided for the program instructor. The developer states that "the role of leader can be filled by numerous individuals." That is, a participant can be his/her own leader, or participants working in a group can appoint their own instructor/leader, and leadership can change according to the units worked on.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Advance self-assessments are given at beginnings of some of the chapters. Otherwise, evaluation is self-imposed, or is gleaned from feedback from the group.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Materials and personnel include:
- 1 text per participant,
- 1 class of students,
- group of peers (optional), and
- 1 class with classroom equipment.

Time needed for implementation is variable, depending on the number of units used. According to the developer, "No two teachers will work through the activities in this book in the same order and to the same degree of intensity."

5.2 Distributor name/address:

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

(201) 871-4007

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
HANDBOOK FOR MANAGING INDIVIDUALIZED LEARNING IN THE CLASSROOM 1 soft-covered text	$11.95	No	1/participant	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are:

David W. Champagne
Professor of Supervision
of Curriculum
University of Pittsburgh
School of Education
Pittsburgh, Pennsylvania

Richard M. Goldman
Professor of Early Childhood
Education
Kent State University
Kent, Ohio

Mr. Goldman is now at Nova University, Ft. Lauderdale, Florida

6.2 How developed and when:

Goldman and Champagne developed each unit of this product through a process of developmental field-testing. As various sections were tried out with undergraduate and graduate students, they were revised in order to maximize the greatest effectiveness among learners. Development efforts took place at Pittsburgh and Kent State Universities in the early '70s.

6.3 Evidence of effectiveness with users:

The product was reviewed in the Phi Delta Kappan in 1976 by a researcher who had used the material on graduate students of education in a New Jersey state college.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product attempts to show teachers how to individualize instruction, and it meets that goal effectively. The style is highly readable and free of jargon. The charts and other aids in the book are pragmatic; readily used by teachers at all levels. The scope of the product is broad, and so, adaptable for all kinds of teachers.

Technically, the product is attractive.

Content accuracy/social fairness/community acceptance issues:

The content appears thorough and accurate. While many users may differ with the authors on general approaches to individualizing instruction, there seems to be no controversial content.

There is no racial or sexual bias.

There would be no problem with community acceptance.

Overall summary/comment:

This is a very useful tool for teachers trying to learn how to individualize instruction or to improve the individualization they already have.

It is a well organized, clearly written, technically well-presented.

MN - 5/77